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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Extend and compare numerical and geometric sequences and classify patterns as growing or repeating, e.g. 2, 4, 8, \_, \_, grows and the following sequence repeats: **(includes TMM Counting Around the Class and TMM Quick Images)**  **CC.4.OA.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.  1.2.3.Describe mathematical relationships and situations, involving ratios and computation of whole numbers, in all four operations with using symbols, number sentences and equations. **(onlyTMM Today’s Number and TMM Quick Images)**  1.3.4. Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems**.(includes TMM Quick Images)**  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  2.1.4.  Write and describe equivalent representations of four- and five-digit whole numbers up to 100,000 and beyond, in expanded and regrouped forms. Use the forms to support computational strategies. **(only TMM Today’s Number)**  **CC.4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  1.3.5. Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.( **includes TMM Quick Images)**  2.1.5. Relate multiplication and division to number patterns and models of groups and rectangular arrays. **(includes TMM Quick Images-Seeing Numbers and TMM Counting Around the Class)**  2.2.18.    Write multiplication and division story problems involving basic facts and two- and three-digit by one-digit numbers to match a given number sentence and vice versa; solve the problems using strategies that include models and arrays and justify the solutions.  **CC.4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  **CC.4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.  2.1.6. Identify and define prime and composite numbers through the use of models including rectangular arrays, place value models and pictures.  2.1.17.    Recall the multiplication and division facts 1 through 10.(to 12) MFF Initiative  **CC.4.OA.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.  **CC.4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)  **CC.4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  **CC.4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  2.1.16.    Create story problems to match a given number sentence (equation). |
| **CCSS but not GLE’s** |